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ABSTRACT

This module on communication in health careers--the teletrainer is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., demonstrate the proper use of the communication aids associated with the health careers), and three to four activities (e.g., using the teletrainer, practice some of the situations that would take place between a doctor, patient, and a health career person). Information sheets are generally provided for each activity. A student self-check sheet and a student performance assessment form for use by the instructor are also included. (JH)

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HEALTH OCCUPATIONS

MODULE

COMMUNICATIONS IN HEALTH CAREERS

III -- THE TELETRAINER

DEPARTMENT OF VOCATIONAL EDUCATION

Temple University

of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

January, 1978

CE022534

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HEALTH OCCUPATIONS

MODULE

For the teacher...

ABOUT THE MODULE

DEPARTMENT OF VOCATIONAL EDUCATION

Temple University
of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

January, 1977

CONTENTS

ORGANIZATION ..... p. 1

PROCEDURE 1

TERMINOLOGY 2

For the teacher...

ABOUT THE MODULE

ORGANIZATION

Each module is designed to help the student to gain competence in an area considered important in health occupations.

Each module contains an introduction and a series of learning experiences. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help the student achieve the terminal objective. Each learning experience has activities designed to facilitate accomplishing the objective, and by use of the feedback devices provided, the student should be able to determine if he/she has reached each objective.

The first learning experience is designed to provide the needed background information. The remaining learning experiences are designed to provide the opportunity to apply that information in a practice situation. The final learning experience always requires the demonstration of the skill in an actual school situation.

PROCEDURE

1) Briefly discuss the purpose of the module.

2) Direct the students to review the introduction, the objectives and overviews preceding each learning experience, including the final learning experience.

3) The student needs to complete only those modules and/or learning experiences covering skills he/she does not already possess.

4) Answer the questions related to the module.

5) If the student decides that he/she is already competent in the specified area, provide him/her with an opportunity to "test out." Administer the "Final Learning Experience."

6) Instruct students who do not have the competencies indicated, to complete the module.

7) In cooperation with the student, determine a schedule for completing the module.

8) Instruct the student to make the necessary arrangements with you, the resource person, when he/she is ready to take the final learning experience.

9) If the student is unsuccessful in completing the final experience, instruct him/her to meet with you, the resource person, in order to provide for recycling through the module, or for completing some other activity suggested by the student or resource person and commonly agreed upon.

TERMINOLOGY

Actual School Situation — refers to a situation in which one is actually a student in a real school.

Occupational Specialty Area — refers to the student's major area of emphasis within the health occupations program.

Peers — refers to fellow students who are used to:
1) role-play students, etc.,
2) critique the student's performance, and
3) participate in discussions.

Unless otherwise specified, these peers should be persons within the student's own occupational specialty.

Resource Person, Instructor — refers to the person in charge of the student's educational program, i.e., the teacher who is guiding the student in taking the module.

You, Student — refers to the person who is taking the module.

HEALTH OCCUPATIONS MODULE

designed for the purpose
of individualizing instruction
in the health related occupations
program.

Prepared by...

Temple University of the Commonwealth System of Higher Education
Philadelphia, Pennsylvania

DEPARTMENT OF VOCATIONAL EDUCATION

Professor Dr. Amos C. Rivell, Chairman

In conjunction with...

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CONTENTS

INTRODUCTION..... 1

RESOURCES..... 1

LEARNING EXPERIENCE I

OVERVIEW..... 2

ACTIVITY 1..... 2

ACTIVITY 2..... 4

ACTIVITY 3..... 5

FEEDBACK..... 6

LEARNING EXPERIENCE II

OVERVIEW..... 7

ACTIVITY 1..... 7

ACTIVITY 2..... 8

ACTIVITY 3..... 11

ACTIVITY 4..... 11

FEEDBACK..... 11

INTRODUCTION

In all health careers, one must use a telephone at one time or another. Depending on how well you communicate could mean a matter of life or death, and the success or failure of the facility for which you work.

RESOURCES

Listed below are outside resources which supplement those contained within the module. Check with your resource person to determine the availability and location of the resource.

1 -- Source - Bell Telephone - Teletrainer

1 - teachers guide
2 - Role play - student supplement
3 - Yellow pages
4 - student books -
Your Voice is You
The Voice With a Smile
Win More Friends By Telephone
How to Succeed in Business by Telephone
How the Telephone Works
Alexander Graham Bell

Recommended Books:

Bredow, Miriam, and Cooper, Mirian G. The Medical Assistant. 3rd Edition New York: McGraw-Hill Book Company Incorporated 1970.

Douglas, Mary Ann Secretarial Dental Assistant. New York: Delmar Publishers, 1976.

Learning Experience I

Overview

Enabling Objective After completing the required readings and exercises, demonstrate the proper use of the communication aids associated with the health careers.

Activity 1 Read the following essays:

a. "The Eyes, Ears and Voice of Communication,"
b. "Electronic Devices," (p. 29)
c. "The Telephone," (p. 30)
d. "Pens, Pencils and Typewriters," (pp. 31 - 32)

Optional Activity Read additional material, such as: Alexander Graham Bell and/or How the Telephone Works. Bell of Pennsylvania.

Activity 2 Participate in various exercises using communication aids associated with health careers, pp. 33 - 35.

Activity 3 Demonstrate your skills in the use of the designated communication aids, p. 36.

Feedback Evaluate your skills by using the "Model Skill Sheet," p. 37.

(Activity 1)

Read the following essays:

a. "The Eyes, Ears and Voice of Communication,"
b. "Electronic Devices,"
c. "The Telephone,"
d. "Pens, Pencils and Typewriters."

EYES, EARS AND VOICE OF COMMUNICATION

A health worker has a "watchful eye," a "listening ear," and a "soft voice." This source of communication requires the use of all senses.

The health careers have devices, such as T.V. monitors, stethoscopes, telephones, tape recorders, and the computer. These devices help to "bridge the communication gap." They range from simple instruments to sophisticated electronic devices.

We may call these devices "communication aids." They DO NOT, however, replace the human elements of communication.

Regardless of your selected health career, every health worker will come in contact with one or more of these simple devices mentioned above.

This learning experience will familiarize you with the simple, so that you will be prepared for the complex. As you move further into your health career, you will be dealing with the sophisticated. For now, let's KEEP IT SIMPLE!

Simplicity
Is a
Medical
Person's
Law of
Efficiency

ELECTRONIC DEVICES

The health field uses a variety of devices based on the theory of electronics. Electronics is derived from the word electron. Essentially, electronics is an application of electricity. Such electronics may be referred to medical instrumentation.

Medical instrumentation communicates patient data. These electronics are designed to perform some of the tasks that were once performed by physicians, nurses, and health personnel. For example, there is an apparatus that takes and

records a patient's temperature, pulse, respiration, and blood pressure automatically.

Patient monitors WATCH the patient in operating rooms, recovery rooms, cardiac care and intensive units. They communicate the patient's vital signs. They are also able to signal the health team of any dangers to the patient.

The telephone is a simple electronic device. The computer is a complex and sophisticated device. The telephone requires your language for its function. The computer has a language of its own.

You will be using the telephone and its electronic partner, the tape recorder. You will hear yourself as others hear you. You will learn to communicate by means of a communication aid.

THE TELEPHONE

The telephone is the first and most important instrument of any medical facility. Before a hospital, a doctor's office, a clinic, or a health agency can begin to function, it must have a system of communication--a telephone system.

The word telephone is made up of TELE which means distance, and PHONE which means sound. The telephone, therefore, is an instrument for reproducing sound at a distance. Sound is converted into electrical impulses for transmission.

The telephone is a type of amplifier that increases sound vibrations. A person who has a hearing deficiency is able to hear best on the telephone.

The simplicity of the telephone is in its operation. It is easy to operate. Its function, however, is a complex and sophisticated network.

The telephone is used for talking to friends, bringing people together, relieving loneliness, making an appointment, reporting an emergency, and getting help.

The telephone communicates patient data. One example of this is the transmission of the electrocardiogram. The electrocardiogram is a recording of the electrical activity of a patient's heart. This record may be transmitted from the hospital to the doctor's office. This source of communication releases the physician for other patients. The Heart Specialist or Cardiologist does not have to remain at the hospital.

PENS, PENCILS, AND TYPEWRITERS

Additional aids of communication and instruments of the health field are the pen, the pencil, and the typewriter.

A good health specialist ALWAYS HAS A PEN.

Blue and black pens are acceptable. Different colors of ink are used for making nursing notes on different shifts thereby making it easier to determine on which shift the notes were written. It is non-professional to use anything other than a pen.

The use of a pen is an ethical-legal requirement.

A good computer technician always has a pencil.

Some computers are optical mark readers. They sense only pencil marks. Many hospitals use this system to process patient requests and charges.

A good medical secretary-medical office assistant ALWAYS USES THE TYPEWRITER.

A good student of health careers

use the typewriter as often as possible.

The patient's record is a valuable document. It should be treated as valuable. It is the means of communicating information.

The patient's record is permanent. It passes through many hands. The note or comment that you make today may need to be read tomorrow, next month, next year, seven years from now. What you say today, may be very important for years to come.

It has already been stressed that a legible handwriting is important to the communication process.

The patient's record is also a legal document. It becomes legal as soon as the patient's name is placed on the record. CORRECT SPELLING is a must for this document.

The hospital has an addressagraph machine that makes a permanent name plate--for the purpose of identifying the patient. In the physician's office or clinic, names should be typed onto the patient's file folder. Doctor's comments should also be typed.

The simplest instrument can be an important communication aid.

Optional Activity — You may wish to read additional material, such as: Alexander Graham Bell and/or How the Telephone Works. Bell of Pennsylvania.

(Activity 2)

Participate in various exercises using communication aids associated with health careers.

EXERCISES:

1. Read TELETIPS FOR YOU, pp. 5.
2. Visit a local Bell Telephone office.
   a. Determine the different type phones:
      1. The Dial phone
      2. The Tap phone
      3. The Slim-line phone
   b. Study all the features of these phones:
      1. The HOLD button
      2. The INTERCOM
      3. The BUZZER
      4. Other
   c. Find out the different uses of the phone:
      1. Holding a call
      2. Transferring a call
      3. Making long distance calls
      4. Operator's assistance
      5. Information
      6. Emergency lines
      7. The Answering Service
      8. A Recorded message
      9. Other special uses
3. Books are communication aids. Go to the library and find the following book:
   TITLE: The Medical Assistant.
   AUTHOR: Miriam Bredow and Marian G. Cooper
   EDITION: Third - 1970
   PUBLISHER: McGraw-Hill
   READ: Summary, "The Rules for Handling the Doctor's Telephone," p. 296.
4. Write a REPORT of your findings in #1.
   a. Give this report to one or two of your peers
   b. Have them read it for clarity and understanding
5. Type the OUTLINE from the book located in #3.

TELETIPS FOR YOU

ANSWER PROMPTLY

At the first ring if possible. Give the caller your immediate attention. It starts the conversation out right by letting the caller know that you are eager to help.

IDENTIFY YOURSELF

"Hello" doesn't tell your caller much. Let him know "who" and, if appropriate, "where" you are. For instance, "Records, Mr. Jones."

WHEN ANSWERING FOR OTHERS

Never ask "Who's calling." It's the same as saying "If you're important enough -- we'll talk to you." A better phrase is "May I tell Mr. Jones who's calling?"

GET ACCURATE AND COMPLETE INFORMATION

Listen carefully. Ask questions courteously. Verify numbers and the spelling of difficult names.

WHEN LEAVING THE LINE

Explain why and ask the caller to wait: "Will you hold, please, while I call Mr. Smith for you?"

"Do you mind waiting while I check for that information?"

Lay the telephone down gently. If you cannot find the desired person quickly or obtain the requested information promptly, offer to call back.

WHEN RETURNING TO THE LINE

"Thank you for waiting, Mrs. Baker."

Apologize for unusual delays.

TRANSFER CALLS PROPERLY

Nobody likes to be transferred, so always help the caller yourself if possible. If you must transfer, do so properly, and always make sure the caller understands he is being transferred and why. For instance, "Mrs. Evans, I believe the Personnel Office can help you. May I transfer you?"

PLACE OUTSIDE BUSINESS CALLS CORRECTLY

Plan your call. Check the telephone directory to be certain of the number. Be sure of your dialing instructions.

TERMINATE CALL PLEASANTLY

"Goodbye" is still the best way yet. Allow your caller to hang up first, then put the receiver back...gently.

LOOK IT UP - JOT IT DOWN

Keeping a list of your frequently called numbers saves both time and money.

(Activity 3)

Demonstrate your skills in the use of the designated communication aids.

Using the Exercises of Activity 2:

1. Simulate answering the telephone.
2. Simulate taking a message from the telephone call.
3. List the different types of telephones.
4. Describe the features of the telephone.
5. Describe the different uses of the telephone.
6. Submit your written report to one of your peers to determine legibility and clarity.
7. Review your typed outline for mistakes and typing errors.

Evaluate your performance by using the "Model Skill Sheet," p. 6.

Feedback: Evaluate your performance by using the following "Model Skill Sheet."

TASKS	LEVEL OF PERFORMANCE	
	SATISFACTORY	UNSATISFACTORY
1. Identified self when answering the telephone.....		
2. Had pad and pen available while answering the telephone.....		
3. Terminated the call pleasantly....		
4. Listed the different types of telephones with additional ones other than listed in the activity.....		
5. Described all the features of the telephone with additional features, other than listed in the activity.		
6. Described the different uses of the telephone adequately including special uses not mentioned in the activity.....		
7. Wrote the report legibly.....		
8. Had less than three mistakes in the typewritten outline.....		
9. Had less than five typing mistakes in the typewritten outline		
10. Had no spelling errors in the written and typed assignments....		
11. The report and outline were neat and organized in thought.....		

Learning Experience II

Overview

Enabling Objective Given the teletrainer and various situations demonstrate telephone techniques that will answer the needs of the doctor, patient, and yourself in health career communications.

Activity 1 List behaviors you think take place when using the telephone in medical situations.

Activity 2 Using the teletrainer, practice some of these situations that would take place between a doctor, patient, and health career person.

Activity 3 Use the telephone directory, yellow pages, to gain information concerning field trips and jobs pertaining to your area of interest.

Activity 4 Practice responding to job ads from the newspaper using the teletrainer.

Feedback

Overview

TELETRAINING

Basically trains you for answering the telephone as a receptionist in a doctor's office. It informs you of what questions to ask such as who's calling, may I help you, etc. How to handle calls when your boss is in or out of the office.

The conversation in this module deals with medical situations. It has scenes where the boss is in and sometimes out of the office and shows you how to handle the calls.

WHEN ANSWERING A CALL

Answer promptly- promptness helps build a reputation of efficiency for you and your employer.

Identify yourself- When answering, state your name and your employer, and department if necessary.

Speak distinctly- Definately NO GUM! Speak with a clear distinct tone.

Be Friendly- Make the caller glad he called your employer and not another. Give the caller your undivided attention. Take advantage of being helpful and informative. Keep your promise, always be reliable and trustful to the caller. Let the caller hang up first to be sure he has completed his call.

REMEMBER TIME DIFFERENCE WHEN CALLING LONG DISTANCE.

Eastern	12
Central	1 hour later
Mountain	2 hours later
Pacific	3 hours later

When answering calls keep pencil and memo pad handy. Usually if you are in an office it is mandatory for you to know the different dialing procedures such as station-to-station, collect, DDD, ETC.

(Activity 1)

List behaviors you think take place when using the telephone in medical situations.

Information sheet for:

Behaviors that may take place when using the telephone in medical situations:

Attitudes

Courteous
Pleasant

Cheerful
Polite
Knowledgeable
No Gum
Speak Clearly and Slowly
Identify Self by Name and Place
Common Sense
Take Time

Call In

Appointments - make or cancel
Test Results
Consultations
Call for Report
Business

Call Out

Confirm Appointment
Change Appointment
Give Prescription
Report Stat Results
Business

Emergencies -- Number 911

Pregnancy
Appendectomy
Poison
Drug Overdose
Heart Attack
Stroke
Accidents
Burns
Fall
Bleeding

Situations

Respect People
Test Results
Appointments

Complaints

Taking too Long for Lab Results
Patient Not Treated
Long Waiting Period

Types of Appointments

Immediate
Within the Day
Within the Week
Within the Month
Routine Check ups
Pregnancies
Dieting
Illness, e.g. cold, flu, ulcers, allergies
Stitches
Elevated Temperature

List any situations you may think of that are not listed here.

(Activity 2)

Using the teletrainer, practice some situations that would take place between a doctor, patient and/or health career person. Role play.

USING THE TELETRAINER

1. Introducing the Teletrainer

The Teletrainer consists of two activated telephones and a loudspeaker-control unit. It provides dial tone, ringing and busy signals. This "live" telephone equipment is an aid in creating realistic classroom situations for practice in developing conversational skills.

There are two models of Teletrainers. They differ in appearance rather than in the method of operation.

The Two Models of Teletrainers

The value of the Teletrainer is enhanced when used AFTER development of some of the basic information found in Sections II and III of this guide. This approach tends to focus student emphasis on use of the equipment as a means of learning good telephone procedures rather than as a novelty.

Students using the telephones should face AWAY FROM each other and the class, so they . . . .

*rely on voice-to-voice methods of conveying ideas and creating impressions.

*are not distracted or influenced by expressions of others.

Each telephone is especially equipped with a cord 25 feet in length so that the instruments can be placed well apart in the classroom.

2. Operating the Teletrainer

PREPARATION

*Place control unit on table, with speaker (side opposite controls) facing the class.

*Attach telephones to control unit. (Plugs fit only one way.)

*Plug power cord into AC outlet only.

*Turn switch to ON.

*Adjust VOLUME control so that all in the room can hear.

*Move telephones farther from unit if a feedback "howl" develops.

PROCEDURES FOR TELETRAINER OPERATOR

*Depress DIAL TONE control when caller lifts telephone receiver.

*Release this control when caller begins to dial.

*Depress RING LEFT or RING RIGHT control, as appropriate, when dialing has been completed.

*Release this control when telephone is answered.

For variation, the Teletrainer operator may . . . .

*depress BUSY SIGNAL control after dialing has been completed. (The alert caller will recognize the signal and act accordingly--hang up the receiver, wait a short while, and re-dial the number.)

*delay providing dial tone. (The caller should be aware that he must wait for dial tone before dialing.)

Note: To gain freedom for observation and supervision, teachers usually select a student to operate the Teletrainer. The operation is as simple as tuning in a TV channel and requires little instruction.

3. Recording with the Teletrainer

The "output" on the Teletrainer control unit permits a recorder to be attached. Another method is to place the recorder microphone before the speaker at the back of the control unit.

Playing back recorded conversations aids critique sessions because:

*Students are able to hear themselves and thus become more adept at self-analysis.

*Recorder may be stopped at intervals for class discussion of desirable and undesirable features of the conversation.

*Progress may be demonstrated effectively by comparing recordings made at initial and final stages of the study.

SECURING CLASS PARTICIPATION

Role-playing, analyzing and evalu-

ating conversations, directory exercises, and class discussions provide opportunities for all students to participate actively.

Using the list of behaviors in Activity 1 work with a classmate and role-play various situations that may occur in a health career setting.

Dialogue Appointment

Lynda: Hello, Dr. Brown's office, Lynda Schuster speaking, may I help you?

Charita: Yes, this is Charita Kemp and I would like to make an appointment for a physical.

Lynda: Do you have a particular day in mind that is convenient for you?

Charita: Sometime this week if possible.

Lynda: Hold on please, I'll check. Is Thursday at 11:30 all right?

Charita: Yes, that will be fine.

Lynda: Can I have your name? Phone number? Okay, see you on Thursday.

Charita: Good bye.

Lynda: Good bye.

Setting up appointment for routine check-up.

Annette: Hello, Dr. Brown's office, Annette speaking, may I help you?

Lisa: Yes, I'd like to make an appointment for a routine check-up.

Annette: May I have your name?

Lisa: Mrs. Lisa Seigfred.

Annette: Could you spell it please?

Lisa: S-E-I-G-F-R-E-D- Seigfred.

Annette: Have you ever seen Dr. Brown before?

Lisa: Yes, I see the doctor regularly.

Annette: Is there any special time you could come in?

Lisa: After 4 if possible, because I work in the morning.

Annette: How about Thursday at 5:30?

Lisa: Yes, that will be fine.

Annette: All right, the doctor will see you then, Goodbye.

Telephone Conversation For An Emergency Case

Nurse: Dr. _____ office. My name is _____. May I help you?

Caller: Yes, my son just got hit by a car and is bleeding.

Nurse: Where is the blood coming from?

Caller: His head; in the back.

Nurse: O.K., now calm down and apply pressure to the wound and get him immediately to the hospital. I'll have your doctor get in touch with you over at the hospital. Is he your family doctor?

Caller: Yes, he is.

Nurse: What is your name?

Caller: My name is _____.

Caller: Thank you.

Nurse: Good bye.

(Activity 3)

Use the telephone directory, yellow pages to gain information concerning field trips and jobs pertaining to your area of interest.

Yellow Pages

Find Pharmacies
Locate Doctors - various types
Hospitals
Nursing care - home - away
Medical Supplies
Medical Laboratory
Clinics
Schools - accredited
Applying for jobs
Field trips

Using the teletrainer, practice a conversation to get information pertaining to your health career.

Job Ads From the Newspaper

MEDICAL
TECHNOLOGIST
(EVERY WEEKEND)

Immediate part time opening available for an individual with at least 1 year hospital laboratory experience in chemistry and bacteriology. HEW certification preferred. Must be available to work every weekend, Saturday 7AM to 3:30 PM and Sunday 7AM to 11:30AM.

We offer a good starting salary and pleasant working conditions. Interested applicants should call MRS. EVANS at JE5-0185.

PARKVIEW HOSPITAL
Castor and Wyoming Avenues

MEDICAL TRANSCRIPTIONIST

Full time permanent position. Medical Record Room. Must have previous experience as medical transcriptionist with excellent typing skills. Competitive salary and full range benefits. Apply Personnel, ROLLING HILL HOSPITAL, Elkins Park, PA. 663-6153, 6154. Equal Opportunity Employer.

ENGINEER

HOSPITAL MANAGEMENT
SYSTEMS ENGINEER

Graduate Hospital has a key opening for a responsible professional. See our ad in the regular classified section of this newspaper. Equal opportunity employer.

(Activity 4)

Practice responding to job ads from the newspaper using the teletrainer.

Feedback

The resource person will rate your level of performance on various factors involved in using the teletrainer, using the "Student Performance Assessment Form" on page 12.

The level of your accomplishment is indicated by placing an "X" in the appropriate column under the "Level of Performance" heading.

STUDENT PERFORMANCE ASSESSMENT FORM

THE TELETRAINER

	LEVEL OF PERFORMANCE	
	Satisfactory	Unsatisfactory
1. Role played using various medical situations, demonstrated your skills with the teletrainer, at least three times.		
2. Collected information from the telephone directory, yellow pages, that was important for jobs, field trips in your specialty area, at least ten items		
3. Practiced responding to job ads from the newspaper using the teletrainer, at least two times.		

Instructor's Signature _____

Instructor's Comments: